THE EFFECTIVENESS OF PROJECT BASED LEARNING WITH COLLABORATIVE LEARNING FOR STUDENTS' WRITING ABILITY AT SMAN 3 KEDIRI

SKRIPSI

Presented as Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By:

SEFIA KARISMA PUTRI

NPM: 2014050059

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

2024

APPROVAL PAGE
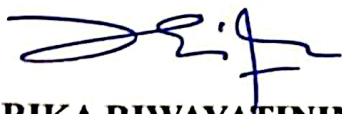
Skripsi by:

SEFIA KARISMA PUTRI

2014050059

Title:

THE EFFECTIVENESS OF PROJECT BASED LEARNING WITH COLLABORATIVE LEARNING FOR STUDENTS' WRITING ABILITY AT SMAN 3 KEDIRI

It has been approved to be submitted to English Language Education Department

Study Program Skripsi Committee FKIP PGRI Kediri

Date: 3th August 2024

Advisor I

Advisor II

RIKA RIWAYATININGSIH, M.Pd
NIDN. 0721107201

Dr. DEWI KENCANAWATI, M.Pd
NIDN. 0707097102

APPROVAL SHEET

Skripsi by:

SEFIA KARISMA PUTRI

2014050059

Entitled:

THE EFFECTIVENESS PROJECT BASED LEARNING WITH COLLABORATIVE LEARNING FOR STUDENTS' WRITING ABILITY AT SMAN 3 KEDIRI
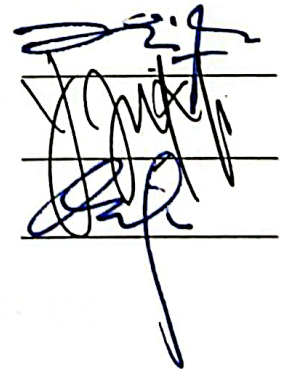
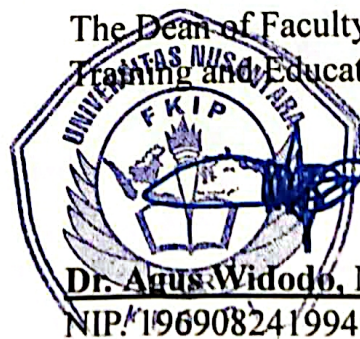Approved and Accepted by all its qualification

By the examination committee of

University of Nusantara PGRI Kediri

Kediri, 19th July 2024

Board of Examiners,

1. Chairman   : Rika Riwayatiningsih, M. Pd

2. First Examiner   : Dr. Yunik Susanti, M. Pd

3. Second Examiner   : Dr. Dewi Kencanawati, M. Pd

The Dean of Faculty of Teacher
Training and Education,

Dr. Agus Widodo, M.Pd
NIP. 196908241994031001

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THE STATEMENT OF WRITING ORIGINALITY

The undersigned below:

Name	: Sefia Karisma Putri
Gender	: Female
Place/date of born	: Trenggalek, 25th September 2001
NPM	: 2019050059
Fac/Dep	: FKIP/ English Language Department

States in fact, that in this skripsi no work has never been submitted for a bachelor degree in a collage, and to the best of my knowledge no written work or opinion has never published by any other person, expect that which is intentionally and written referred to in this manuscript and mentioned in the bibliography.

Kediri, July 3th 2024
The writer

SEFIA KARISMA PUTRI
NPM. 2014050059

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MOTTO AND DEDICATION

MOTTO:

"The wind deos not blow to shake the trees, but to test the srength of their roots"

– Ali bin Abi Thalib

DEDICATE:

1. Allah SWT, who always behind me, hearing me, and support me all the time

2. My beloved parents, who always support me to finished my skripsi

3. My advisors, Mrs. Rika Riwayatiningsih, M.Pd, and Mrs. Dr. Dewi Kencanawati, M.Pd who always give me guidance, support, and knowledge for my skripsi

4. For all people who always support me.

ACKNOWLEDMET

Praise to ALLAH SWT, The lord of universe, thus she can finish this "skripsi" as a partial fulfilment of the requirements to obtain the Bachelor Degree of Education in English Department of University of PGRI Kediri without any obstacles.

The writer realizes that she cannot finish this "skripsi" without people's help. Therefore, she would like to express her deep gratitude and appreciation to:

1. Dr. Zainal Afandi, M.Pd as the Rector of University of Nusantara PGRI Kediri.

2. Dr. Agus Widodo, M.Pd as the Dean of the Faculty of Teacher Training and Education in University of Nusantara PGRI Kediri.

3. Dr. Khoiriyah, M.Pd as the Head of English Education Department in University of Nusantara PGRI Kediri.

4. Rika Riwayatiningsih, M.Pd as the first advisor who has many valuable hours to give support, guidance, suggestion, and correction in finishing this research.

5. Dr. Dewi Kencanawati, M.Pd as the first advisor who has many valuable hours to give support, guidance, suggestion, and correction in finishing this research.

6. Jarminingsih, S.Pd. as a Tutor Teacher of Internshipin SMAN 3 Kediri which allowed me to do research in SMAN 3 Kediri

7. The writer's family who has given all the support, help, and motivations during the study in University of Nusantara PGRI Kediri until she can finish the skripsi.

Finally, the writer that this "skripsi" is far from perfection. Therefore, she expects the correction, suggestion, anf criticism to improve this "skripsi" to become useful for the reader.

ABSTRACT

Sefia Karisma Putri The Effectiveness Of Project Based Learning With Collaborative Learning For Students' Writing Ability At SMAN 3 Kediri in the Academic Year 2023/2024, Skripsi, English Language Education Department, FKIP UN PGRI Kediri

Keywords: Project based learning, collaborative learning, students' writing ability

Writing ability in senior high school is important to gain students in learning English. Writing has become the most challenging skill for students and takes more time to learn. Therefore the project based learning with collaborative learning is offered to solve the problem and to provoke students to get new knowledge through their own project. This research report on the effectiveness project based learning with collaborative learning for writing ability and the student responses for project based learning with collaborative learning. Quantitative and questioner was used in this research as a research instrument. In this study, the researcher used pre-test, treatment, and post test. The data obtained has been analysed by T-Test using SPSS.

The participants of the research were eleventh grade students in one class at Kediri, East Java. Through the both of test 216, while the sample in this study were 36 students of XI-5. As a result, the average of pre-test is 63,19 and for post test 72,83. For the T-Test, in the column Sig. 2-tailed show the value is 0,000 it means there is significant difference in score pre-test and post test. For the responses of the student's result there are 87% students gave positive responses of project based learning with collaborative learning method. So the project based learning with collaborative learning for students' writing ability and project based learning with collaborative learning for students worked well. It could be seen from students' score after being taught by project based learning with collaborative learning and the positive responses toward the method use.

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CHAPTER I

INTRODUCTION

A. Background of the Research

One of the subjects taught in Senior High School is English subject. The goal of English lesson and learning is to increase students' communicative skills. Students must have the ability to understand and generate language in order to reach this competency. Four language skills there are listening, reading, speaking, and writing, must be mastered in order for them to effectively communicate. Sadiku (2015) states that to teach successfully, the four abilities of reading, listening, speaking and writing must be effectively blended. These abilities should be addressed in a way that allows students to achieve the standards and have a set for them while gradually developing their communicative skill.

Writing skill is one of the important skill in learning English. This skill must be mastered by students. By mastering writing skill, student can improve and express their idea or opinion especially in communication. In Indonesia, English being a foreign language, so English is not the main languge for them. Therefore, it is necessary to have an effective English language learning. Since this challenging learning mostly takes place in a classroom context, some students may find it difficult to access language learning outside of class activities, particularly when it comes to exploring students' writing abilities. Students should be highly motivated to write throughout the writing learning process since it is an activity that requires

repetition in order for students to master the learning objective of writing, which is the mastery of writing abilities. Adam, Abid, & Bantulu, (2021) stated that despite the transition from the 2004 curriculum (teacher is the center) to the 2013 curriculum (students centered), some teachers continue to be the center point in certain school, so the teacher need to provide direction to students who lack motivation to study English despite the students ability in the language. An important element that might keep them motivated is academic performance, so that students can succeed in their learning, a teacher should employ the right instructional strategies to increase their motivation for writing.

Even though writing is crucial, many students still struggle with it. The majority of students had trouble selecting the right phrases and connectives for use. They struggle to effectively develop their ideas based on teacher centered method. The teacher also had a tendency to employ teacher-centered activities, which put more of an emphasis on the teacher and don't encourage students' learning as much. Most of the time, teacher-centered education might make students bored. They will wander and miss crucial information. Almost all students struggle with improving their writing since teachers rarely ask and allow them to generate content. teaching writing strategies and exercises that occasionally didn't fit with students' learning goals. The students were less motivated to participate in the learning process since the teaching and learning process was often monotonous and devoid of enjoyable activities.

In implementing project based learning, it prioritizes student centered which is far more varied in the learning process. Project based learning is used in order to assist students in enhancing certain abilities like writing, offering educational methods that may be very helpful to kids, raising enthusiasm and creativity, and improving the students' cooperation and discipline (Syahmadi, 2014). An new method of education called project-based learning places a strong emphasis on contextual learning via challenging activities. (Sulfani, Riyanto, & Nasution, 2018). In project-based learning, students are actively involved in developing their knowledge and abilities through an extended inquiry process that is organized around challenging, real-world problems and thoughtfully created assignments and products. A student-centered, collaborative, multidisciplinary, and integrated teaching-learning process that contextualizes their lives is proposed by project based learning (Nurfadhilah, 2018).

In project based learning an action is needed to achieve learning success. One of them is collaboration that must be developed for project based learning. Project based learning can help students collaborate. It suggest that project based learning can improve student collaboration skills (Rasyid & Khoirunnisa, 2021). Nowadays, students tend to have a declining social level. This is also the background taken related to student collaboration which is very rare. Students enjoy learning more individually than in collaboration with classmates. Because of its connection to students'

cognitive abilities, the collaborative process is especially crucial (Putri, Anggraito, & Alimah, 2018). With the 4.0 revolution underway, collaboration is crucial for managing the 21st century; creative abilities are required to develop into a capable human being (Naila, 2019). Collaboration abilities also contribute to improved social and behavioral outcomes during the learning process.

In Phase E, based on Merdeka Curricullum in supporting the curriculum, teacher must have a good way to create the way implement the student skills. In this study will be focused on collaboration of the students by collaborative learning in learning English. Collaborative learning emphasizes group cohesion, engagement, and knowledge-building procedures to ensure process success (Maulidah & Aziz, THE EFFECTIVENESS OF ONLINE COLLABORATIVE LEARNING ON STUDENT WRITING SKILL, 2020). Students may use this to develop a common understanding, respond to classmates' diverse and challenging points of view, and be critical of their own opinions (Zambrano, 2019). Being able to write properly without worrying about making a mistake is made possible by this method, which works well in groups and encourages students to be more open to learning from their errors and collaborative learning, which encourages interaction and knowledge development. This will be very suitable for students who have never been given a collaborative way of learning in foreign language learning.

Based on previous research, Students' writing abilities and critical thinking skills shown an effective connections, according to project based learning models (Suteja & Setiawan, Students' Critical Thinking and Writing Skills in Project-Based Learning, 2022). According to a research by Bagheri et al. (2013) interdisciplinary, collaborative project based learning is effective for improving students' IT skills. Project based learning enhance English Foreign Language learners by boosting motivation, communication, collaborative skill, and problem solving (Andriyani & Anam, 2022)

So, the researcher find a gap in the previous research, there are still lack in researching of writing skill using project based learning with collaborative learning. According to previous research, the research focus on collaborative skill. In other way, project based learning with collaborative learning usually use in science and technology for colleges. In this study, focus on project based learning with collaborative learning for writing ability for students grade XI. Based on the description above, the researcher believes that collaborative learning in Project Based Learning can overcome problem in SMAN 3 Kediri in learning English, especially in writing ability. Because collaborative learning and students' writing ability in SMAN 3 Kediri are still lacking. The researcher was interested in conducting a study with entitled **"The Effectiveness of Project Based Learning with Collaborative Learning for Students' Writing Ability at SMAN 3 Kediri"**

B. Identification of the Problem

From the background above, the problems that arise at SMAN 3 Kediri are lack of collaboration and students' writing ability in English. The method of learning is to bored for students, they just learn English with less enthusiasm, they don't pay attention to what the teacher teaches because they are busy themselves, and It can also be seen that when they are doing questions in front of the class, there are some wrong in writings. Because of this, learning method are needed to increase students collaboration and also students' writing ability. Learning English for students is given the opportunity to train students writing skill in collaborative learning to each students. It has revealed that learning has not yet occurred as planned. With limited funds and learning conditions, teachers typically become the primary source of information in the classroom, and textbooks are the only learning tool used in controlled classrooms. Additionally, as a productive ability, writing requires students to develop their thoughts on paper. It suggests that being a teacher alone is not good enough. It is required of the students to actively engage in class.

Learning English with Project Based Learning be able to make students enjoy and happy to learn English. Project-based learning improves students' motivation and self-assurance while they are studying. self-directed, collaborative, and creative learning (Astawa, Artini, & Nitiasih, 2017).

C. Scope of the Problem

This research focus on conducted at SMAN 3 Kediri for 11th grade. The researcher will focused on the effectiveness of Project Based Learning with collaborative learning for students' writing ability in learning English. The researcher did the experiment in this research using Pretest and Posttest design and survey.

D. Research Question

1. Is there any effect of Project Based Learning with collaborative learning for students' writing ability?

2. How is student respones of Project Based Learning with collaborative method for students?

E. Objective of the Research

The objective of the research are:

1. To find out whether there was an effect of Project Based learning with collaboration for students' writing ability.

2. To find out how is student responses of Project Based Learning with collaorative learning method.

F. Significance of the Research

The result will be valuable for:

1. For English teacher, this result is supposed to be one of the techniques that can be reference for teaching English to gain collaborative learning for students' writing skill.

2. For students, they can learn writing ability using Project Based Learning

3. For further researchers, this result is intended to be of the references for relevant research.

G. Definition of Key terms

1. Project Based Learning is learning by using project as a learning method. The project-based learning model is an additional teaching strategy that can raise students' attitudes, knowledge, and skill levels (Amamou & Cheniti-Belcadhi, 2018). Project based learning strategy is a learning strategy which is oriented on requires the students' total activeness to complete a project (Rumahlatu & Sangur, 2019). (Jalinus, Nabawi, & Mardin, 2017) proposed a project-based learning model with the following steps; creating planned learning results, learning the concept of the lesson content, developing skills, selecting a project subject, creating a project proposal, carrying out project activities, presenting a project report.

2. Collaborative learning emphasizes group cohesion, engagement, and knowledge-building procedures to ensure process success. Students may use this to develop a common understanding, respond to classmates' diverse and challenging points of view, and be critical of their own opinions (Zambrano, 2019). Collaborative learning by doing occurs when project assignments are completed together. Through inquiry and group projects, students take over their own learning and produce products that are in line with their knowledge (Jamal, Essawi, & Tilchin, 2014).

3. Writing abilities refer to a person's capacity to communicate thoughts, ideas, and concepts through a succession of appropriate and effective written expressions. According to (Mujiyono, Suyanto, & Samhati, 2014), One of the language abilities that must be mastered by a person in order to communicate the thoughts the author intended is writing. In the learning process, writing skills are an essential skill. An integral part of learning activities shall be the writing activity (Suteja & Setiawan, Students' Critical Thinking and Writing Skills in Project-Based Learning, 2022).

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